

# Educator Guide Second Grade

Nutrition Lesson Plan  
HealthyEating.org

Let's Eat   
Healthy

# Getting Started

You have a unique opportunity as an educator to influence the health and lives of children in a positive way. **Let's Eat Healthy** is designed to assist you in nurturing healthy eating habits in your students. In this program you will find 5 engaging, flexible, and fun lessons to help students build the skills and knowledge to make healthy food choices.

Upon completion of each lesson, students will be able to:


- **Eat All 5 to Thrive!:** Understand that foods work together to give their bodies strength and energy. Classify groups of foods and recognize the main health function of each group.
- **Healthy Choices, Healthy Me!:** Select a healthy breakfast using the “3 out of 5” model. Describe snacks as mini meals with foods from at least 2 food groups.
- **Farm to My Plate:** Describe the journey food takes from farm to them. Describe types of food processing that make food safe and available for families.
- **Our Food Influences:** Recognize how feelings, people, and activities can influence food choices. Identify where they eat and how that influences what they eat.
- **Better Beverages!:** Recognize what influences their drink choices. Set a goal to choose beverages that will help student learn, play, and grow.

## STANDARDS

This program is aligned to the Common Core State Standards for English Language Arts & Literacy, as well as relevant health and physical education standards. Standards are listed for each activity in the educator guide. In addition the activities cultivate critical 21st century skills such as problem-solving, reasoning, and critical thinking.



## SOCIAL AND EMOTIONAL LEARNING

Principles of Social and Emotional Learning (SEL) have also been embedded into the lesson activities and are identified by the  icon in the educator guide. “SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (casel.org) Specifically, the program aims to nurture:

- Social awareness: Understanding and empathizing with the perspectives of others.
- Relationship skills: Communication, cooperation, resolving conflict constructively, offering help.
- Responsible decision-making: Making positive choices about personal behavior and social interactions.

Food is a shared commonality and necessity of life. As such, it lends itself to learning and to building connections and relationships with others. SEL occurs organically through a shared journey of investigating the origin of food and understanding the concepts of nutrition.

As an example, pair-share is an ideal tool to implement and practice relationship skills and social awareness: having 1 member of a pair describe a situation to their partner and having the partner repeat what they heard also builds effective reflective listening skills. Food tastings are another excellent activity that has been integrated into the program. Such sessions expose children to a wide variety of foods, some of which will be new to them. Tips for conducting tastings in a way that fosters positive, respectful conversations with students can be found at [HealthyEating.org/FoodTasting](https://www.healthyeating.org/foodtasting).

## PACING AND SEQUENCING

Each lesson outlines 2 to 3 activities that can be implemented in a single class session or, preferably, spread out over multiple class sessions. Each activity is designed to be taught in 15 to 45 minutes. The program was designed to be taught in a sequential order, but each lesson stands on its own, so educators can pick the topics most relevant to their students' needs and interests.

## LESSON PLAN

Each lesson plan outlines an **Essential Question**, **Learning Objectives**, and **Vocabulary**. **Fast Facts** are provided to help with nutrition content. **Brain Breaks**, included with each lesson, are short physical activities that can be used before, during, or after the activities. **Activities** are outlined to give an overview and suggested instructional sequence. At the end of the 5 lessons, you can extend learning with the **Going Deeper** section, which includes reading suggestions, cafeteria connections, and project-based learning.

## FAMILY CONNECTIONS

To reinforce student learning and introduce families to the nutrition concepts, several resources are available at [HealthyEating.org/2ndGrade](https://www.healthyeating.org/2ndgrade) and in the student workbook. These include a **note to families** in the front of the workbook, **family activities** for select lessons (in workbook and online), and **messages** you can share through regular email correspondence to families (online only). In addition, every lesson reminds and encourages students to share what they learned when they go home.

## ASSESSMENTS

Pre- and post- assessments are available at [HealthyEating.org/LearningAssessments](https://www.healthyeating.org/learningassessments), and are designed to measure the knowledge gains as a result of teaching all 5 lessons.

The student workbook is designed to serve as a mini-portfolio of students' work that can be used as a record of their achievement and shared with families at the end of the program.

## PRINT PROGRAM MATERIALS

(available free of charge within California)

Keep and reuse the educator guide, poster, and food pictures each year. Student workbooks are available to reorder every year. Note: These materials are not automatically renewed.

## ONLINE RESOURCES

Resources and quick links that support implementation of this program are housed at [HealthyEating.org/2ndGrade](https://HealthyEating.org/2ndGrade).

- Educator Guide and Student Workbook in digital format
- Nutrition Primer and teacher videos to guide educators
- Videos to support instruction in the classroom and at home
  - Visit our Nutrition Made Easy! Playlist at [YouTube.com/HealthyEating/Playlists](https://YouTube.com/HealthyEating/Playlists).
- Online activities and games for use on tablets or computers
  - Use our MyPlate Match Game and more at [HealthyEating.org/GamesandActivities](https://HealthyEating.org/GamesandActivities).
- Family Connection to bridge learning at home

## HOW TO ORDER ADDITIONAL RESOURCES (FREE IN CALIFORNIA)

- 1 Visit [HealthyEating.org](https://HealthyEating.org)
- 2 Call Dairy Council of California:
  - California Residents: 877-324-7901
  - Non-California Residents: 866-572-1359
- 3 Email, mail, or fax the completed order card sent to educators in California



## Overview

### Essential Question

How do you know you have a healthy meal?

### Learning Objectives

- Understand that foods work together to give our bodies strength and energy.
- Classify groups of foods by the benefits they provide the body and recognize the main health function of each food group.

### Online Resources

[HealthyEating.org/2ndGrade](https://www.healthyeating.org/2ndGrade)

[HealthyEating.org/Miscategorized-Foods](https://www.healthyeating.org/Miscategorized-Foods)

### Fast Facts

- To simplify the idea of nutrients, this lesson focuses on 1 function for each food group.
  - **Dairy** builds strong bones and teeth.
  - **Vegetables** support healthy skin and eyes.
  - **Fruits** help the body heal.
  - **Grains** that are whole give energy to move and keep the body feeling full between meals.
  - **Protein** builds the muscles to enable the body to move.
- Beverages can provide nutrition and hydration. Some beverages fit within a food group because they offer nutrition (milk and 100% juice). Although water is not in a food group, it is essential for hydration and body functions.
- Mixed foods are foods made up of more than 1 food group (like a sandwich).
- For more resources on the food groups, visit MyPlate.gov or Dairy Council of California's Nutrition Primer at [HealthyEating.org/Primer](https://www.healthyeating.org/Primer).

### Vocabulary

**Plan** - a decision about what is going to be done

**Teamwork** - a group working together to get something done or to achieve a goal

**Beverage** - a liquid that someone drinks

### Brain Break Activity: 5-Minute Boot Camp

Students stand at arm's length apart. Demonstrate 3 full-body exercises that will be part of the routine, for example jumping jacks, running in place and a squat sit. Encourage students to try each exercise and give them positive feedback. As a class, perform each exercise for 20 seconds, with a 10-second break in between. After the rotation of 3 exercises, take a break of 1 to 2 minutes. Encourage students to walk around or stretch—no sitting down!

During the break, remind students that being physically active each day helps them to learn and concentrate better. Do the rotation 3 times.



## Brain Break Activity

Continued

**Boot Camp Alternative:** Play the *Alive With Five* song at [bit.ly/Alivewith5](https://bit.ly/Alivewith5), which highlights the 5 food groups. Assign a physical activity for each food group, for example squats for **Dairy**, jumping jacks for **Vegetables**, plank for **Fruits**, high knees for **Grains**, and running in place for **Protein**. When the song mentions a food group, the students perform the associated exercise. (Write exercises on board and participate with students. Students love when you exercise with them!)

## Activity 1: Who Is on My Team?

CA CCSS FOR ELA/LITERACY W.2.8, SL.2.1, SL.2.3, HEALTH 7.2.N

### Introduction

Through this activity, they will understand and learn about the importance of having a **plan** or an intention of including all 5 food groups. Students learn that mixed foods are foods that are made from 2 or more food groups. **Teamwork** among food groups helps their bodies get everything they need to learn and grow.

### Materials Needed

- Paper, pencil, and crayons
- Student workbook pg. 6: **Who Is on My Team?**
- Video: *Healthy Eating Made Easier with Food Groups* (6:27) at <https://bit.ly/3jvqV3E>
- (for reference) Student workbook pg. 5: **Food Groups** chart or **Food Groups** poster

### Activity Summary

Students trace their hand on the workbook page. Then they draw a picture of their face on the palm print and give their food group team a name. They learn that each finger represents a food group and explore the idea that food groups work together as a team.

### Instructional Sequence

**Watch** the video: *Healthy Eating Made Easier with Food Groups* (6:47) at <https://bit.ly/3jvqV3E>

**Tell** students to place their hand on pg. 6 of their workbook with fingers spread out.

**Say:** With your free hand, trace the outstretched hand.

**Say:** Pick out the 5 color crayons that represent the 5 food groups. **Say:** Compare with your neighbor to make sure you have all the colors needed to represent all 5 food groups.

**Write** colors and groups on board or refer students to workbook pg. 5.

**Blue:** Dairy **Green:** Vegetables **Red:** Fruits **Orange:** Grains **Purple:** Protein



## Instructional Sequence

Continued

**Say:** Write a food group name in pencil on each finger of the drawing and color the finger the color represented.

**Say:** Draw your face on the palm.

**Tell** students that having a plan means thinking in advance about what they want to do. Now that they know more about the food groups, students can make a game plan to eat a variety of healthy foods each day.

**Ask** students to write a plan for a 5-food-group meal at the bottom of the workbook page. Students can use the lines provided or extend the writing activity on another piece of paper. **Encourage** students to think outside the box and imagine which favorite foods go together to create a meal.

 **Ask** students to share the plans with their desk partners or as a class.

**Encourage** students to explain why they picked the foods they did and why it is important to have all 5 food groups in their daily game plan.

## Activity 2: What Is My Favorite Meal?

CA CCSS FOR ELA/LITERACY W.2.8, SL.2.1, SL.2.3, HEALTH 1.1.N, 5.1.N

### Introduction

Together with family or as a class experience, students draw or journal about their favorite meal and discuss with the class (family dinner, celebration). Students connect to the idea of healthy eating as a family activity where they can help plan and prepare healthy food choices at home. They will understand that foods and beverages in different food groups can make healthy combinations to support their growing bodies.

### Materials Needed

- Pencil and crayons
- Student workbook pg. 7: **What Is My Favorite Meal?**  
*Invite family to email a picture of their favorite meal or print a picture at home before or after this activity. For students unable to complete this activity at home, you can print or guide them to print a picture of a meal from online.*

### Activity Summary

Students discuss their favorite meal and identify which food groups are represented. By understanding that each food group provides a different health benefit, students learn to plan healthy meals and share this knowledge at home.

### Teacher Suggestion


Part of this activity can be done at home prior to the class discussion. Ask students to discuss, draw, or journal about their favorite meal at home with their families the night before. Class time can be used to share, discuss meals and plan.



## Instructional Sequence

**Put** students in groups of 3.

**Ask** students to complete the top of pg. 7: **What's My Favorite Meal?** independently (or to take out the notes from their favorite meal assignment if they did it at home). They should draw a favorite meal and write the names of the foods.

 **Tell** students to take turns showing and describing their plates to the group. Encourage them to share what they like about this meal and family traditions that accompany this favorite meal.

**Ask** students to answer the questions at the bottom of the sheet:

- How many food groups are on student plates?
- What food group(s) is/are missing, and what foods can they add to include all food groups.
- What did they drink with their meals? Do their drinks belong in a food group?

**Ask** students to explain what they discovered about their favorite meal. Did it include all the food groups? If not, will it be challenging to make it a 5-food-group meal?

**Ask** students to independently think about what they can do at home and school to be more intentional about choosing foods from the food groups. How can they help families to shop for, create, and prepare a healthy meal? After they have time to think or journal about their plan, they can tell a partner or the class.

## Activity 3: Food-Group Relay!

CA CCSS FOR HEALTH 1.1.N

*Outside activity*

### Introduction

Students play a relay game using their knowledge of food and the food groups to name as many foods as possible for each of the food groups while racing against other teams.

---

### Materials Needed

- Sidewalk chalk (1 color for each team) **or**
- Markers and poster paper (1 paper and color for each team)
- Timer (cell phone or watch) or whistle





# Eat All 5 to Thrive!

## Activity Summary

A physical activity game to reinforce what foods belong in each of the food groups. Students form teams to race against each other and name as many foods in a food group as they are able. The team with the most listed foods in the correct food group wins.

## Instructional Sequence

Students can make large signs, 1 for each food group name, to hang on fence or lay on blacktop.

Alternatively, they can use sidewalk chalk to draw a box for each food group on the ground. They should write the name of a food group inside each box.

**Divide** students into 5 teams and give each team a different color marker or chalk for their group. (It is important to keep team colors so the count at the end of the game can be accurate.)

**Line** teams up outside, on a field or blacktop, opposite signs for each food group.

**Explain** that one child from each team races to the posters (or chalk boxes) and writes the name of a food on one of the appropriate food group posters or chalk boxes, then races back and tags the next student.

**Encourage** students not to duplicate food choices. When the timer or whistle blows, the team with the highest number of accurate foods listed under the correct food group wins!

**Determine** the length of race depending on time and the students' energy levels.

**Make** sure each child gets at least one turn to race.

## Teacher Suggestion

Teams can work together or as a class to suggest examples of balanced healthy meals they can make using foods from all the posters or boxes!

## Family Connection—Healthy Eating to Learn, Play and Grow

CA CCSS FOR HEALTH 6.1.N, 8.1.N

Guide students to tear out the Lesson 1 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/2ndGrade](https://HealthyEating.org/2ndGrade) to send to families through your regular communication channels.



## Overview

### Essential Question

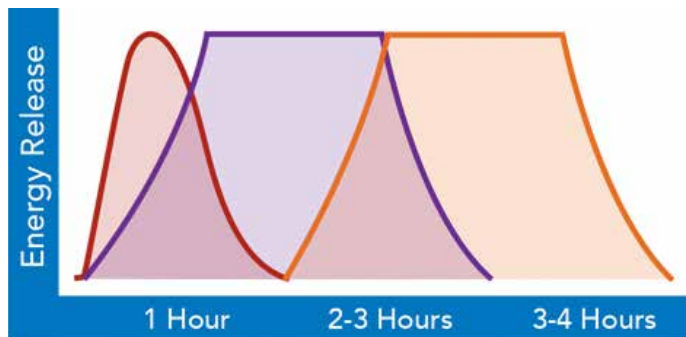
How do you make healthy breakfast and snack choices?

### Learning Objectives

- Select a healthy breakfast using the “3 out of 5” breakfast model.
- Describe snacks as mini meals with food from at least 2 food groups.
- Identify behaviors that make healthy breakfast and snack choices every day.

### Fast Facts

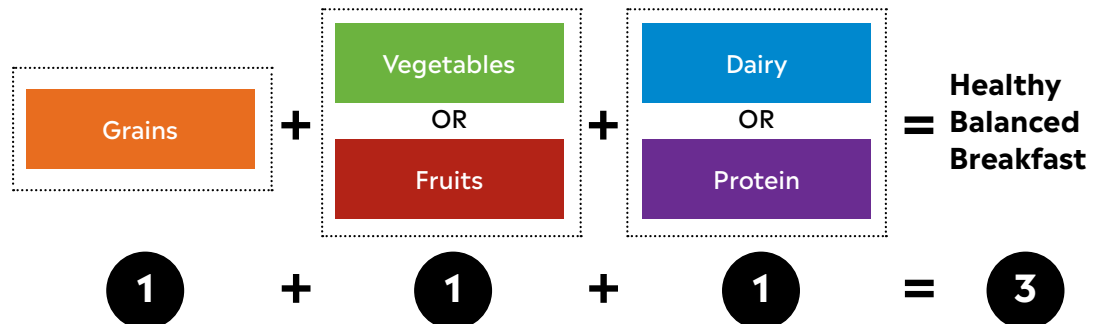
- Children need breakfast and snacks every day to support their energy and nutrient needs. *What* they eat matters.
- Skipping breakfast is associated with decreased cognitive performance; lower diet quality; and low intakes of fiber, folate, iron, and calcium.
- This lesson uses a “3 out of 5” breakfast concept to explain balance. A balanced breakfast provides children with fuel to learn and grow.\* This model is ideal for sustained energy and attention. If you need to modify this, build a foundation to this concept by teaching any “3 out of 5,” where children can learn the concept of combining foods.



Energy released from carbohydrates  
**Fruits/Vegetables + Grains**

Energy released from protein  
**Dairy + Protein**

Energy released from fat  
**Dairy + Protein**



\*3 out of 5 breakfast model aligns with the guidelines for California’s School Breakfast Program meal pattern.



# Healthy Choices, Healthy Me!

## Fast Facts

Continued

- Choosing breakfast foods that are rich in whole grains, fiber, and protein while low in added sugar may boost kids' attention span, concentration, and memory—which are all needed for learning in school.

(Source: *KidsHealth.org* at [bit.ly/2TojAbE](http://bit.ly/2TojAbE))

- Snacks are mini-meals that help children refuel in between meals and provide up to one-quarter of the nutrients and calories children need each day.
- For snacks, aim to combine at least 2 food groups to help bridge nutrient gaps.
- Consider connecting families to school meals as an option for those students who otherwise go without breakfast due to busy schedules or inability to provide balanced meals. Access the helpful MyPlate Guide to School Breakfast at [bit.ly/MyPlateBreakfast](http://bit.ly/MyPlateBreakfast).

---

## Vocabulary

**Meal plan** – a guide to follow to ensure healthy food choices

**Healthy habit** – a daily practice that helps the body and mind

**Variety** – a range of different items from a specific group; eating several different foods from each food group every day

---

## Brain Break

### Activity:

### Mime Yourself

Have students get into pairs and without talking mirror each other's actions. Specify who will be the leader to start and tell students that without talking they should switch back and forth leaders. As a variation to this activity, specify that students use only movements, no talking, to explain to their partner what they did today since waking up (or about their normal morning routine).

(Adapted from Fuel Up to Play 60 In-Class Activity Breaks at [bit.ly/classbreaks](http://bit.ly/classbreaks))

## Activity 1: Breakfast in 1, 2, 3!

CA CCSS FOR ELA/LITERACY W.2.8, SL.2.1, HEALTH 1.3.N, 7.1.N, 7.2.N, 8.1.N

### Introduction

Students understand that breakfast is important to fuel their bodies to learn, play, and grow. Through the concept of “3 out of 5” food groups, students learn a tip to remember what is included in a balanced breakfast. After watching a video, students move around the classroom to discover more about their classmates' breakfasts. They self-reflect about how they can make a daily habit of eating breakfast.



# Healthy Choices, Healthy Me!

## Materials Needed

- Video: *Healthy Breakfast Tips: Eating 3 out of 5 Food Groups* (2:54) at [bit.ly/3outof5breakfast](https://bit.ly/3outof5breakfast)
- Pencil and paper or index cards
- Box of food picture cards (included in teaching materials) or printed pictures from [HealthyEating.org/FoodPictures](https://HealthyEating.org/FoodPictures)

## Activity Summary

Students learn the “3 out of 5” breakfast concept from the video then interview classmates about what they ate for breakfast (or their favorite breakfast if they did not eat breakfast). As a variation or addition to the activity, students can use food pictures to create a “3 out of 5” breakfast by working together.

## Instructional Sequence


**Watch** the video: *Healthy Breakfast Tips: Eating 3 out of 5 Food Groups* (2:54) at [bit.ly/3outof5breakfast](https://bit.ly/3outof5breakfast).

**Hand out** index cards or paper. **Ask** students to list the foods that were in their breakfast. (If they did not eat that morning, they can think about their favorite breakfast.)

**Tell** students to interview as many classmates as they can and write down 1 food each classmate ate for breakfast on the back of the index card/paper. **Give** students 5 to 10 minutes to complete this activity.

**Tell** students to pick foods from the list on the back of their index card/paper to create a “3 out of 5” breakfast or see if any of the foods matched their own breakfast!

Alternately, or as an additional activity, **hand out** food picture cards to each student. **Give** them 5 to 10 minutes to circle around the room, looking for other foods that will form a “3 out of 5” breakfast. **Tell** them to form groups of 3 or more students, with each person having a food from a different food group. Groups can share out their breakfasts.

 **Have** students share with a partner or group, and take turns sharing whether or not they would like to eat that breakfast.

**Ask** students to think about what they can do to eat a balanced breakfast each day (e.g., get a school breakfast, tell their family about what they learned, help prepare the food).



## Activity 2: Healthy Snacks Help You Learn, Play, and Grow

CA CCSS FOR ELA/LITERACY W.2.7, W.2.8, SL.2.1, SL.2.3, HEALTH 1.4.N, 1.7.N, 6.1.N, 7.2.N, 7.4.N, 8.1.N


### Introduction

Students understand that creating **meal plans** for healthy eating will benefit them. By creating a menu of snacks, students will explore a **variety** of foods they can choose for healthy snacks. Eating healthy snacks every day helps form a healthy habit. The groups will share in an experience to develop at least 3 snacks that contain more than 1 food group.

### Materials Needed

- Student workbook pg. 8: **Healthy Snacks Help You Learn, Play, and Grow**
- **Food Groups** chart from student workbooks (for reference)
- Video: *Healthy Snacking: Kid-friendly Tips to Make Snacking Easy* (3:10) at [bit.ly/KidFriendlySnacking](http://bit.ly/KidFriendlySnacking)
- Pencil and markers
- Butcher paper (or large poster paper)
- Food picture cards (optional) or pictures online at [HealthyEating.org/FoodPictures](http://HealthyEating.org/FoodPictures)

### Activity Summary

 Students work in groups of 3 or 4 to develop a variety of snack ideas. The small groups each have a piece of paper and markers. Working together and with a time limit, they write down as many snack foods as they can think of in 5 minutes.

Then using their list and the idea of a healthy snack as a mini meal, they design at least 3 healthy snacks that they can present to the class. This is a positive collaborative experience as students will be drawing from personal experience to share and will listen to others' ideas.

### Instructional Sequence

**Watch** the video: *Healthy Snacking: Kid-friendly Tips to Make Snacking Easy* (3:10) at [bit.ly/KidFriendlySnacking](http://bit.ly/KidFriendlySnacking).

**Tell** students that healthy snack choices include foods from the 5 food groups. **Explain** the concept of using food from 2 different food groups to make mini meals. Mini meals include a mix of food groups that provide energy between meals. **Refer** to student workbook pg. 8 for suggested snacks.

**Select** groups of 3 to 4 students. **Give** groups large butcher paper for brainstorming activity.

**Instruct** groups to write down as many snack foods as they can in 5 minutes. It can be foods they usually eat or others that they imagine would make an enjoyable snack.



# Healthy Choices, Healthy Me!

## Instructional Sequence

Continued

**Give** students 5 minutes to design 3 healthy snacks using their list. **Remind** students to discuss the food groups that the food choices belong in. Be careful of “extras,” foods that do not fit into any of the food groups because they have little to no nutrition.

**Have** students create clever names for the snacks. **Ask** them to explain what makes their snack a healthy choice and what health benefits it provides them.

**Have** each group share the snack ideas with the class. **Review** the student workbook pg. 8 with students. **Ask** students to draw or write on the page a snack they would like to have at home. Next, **have** students set a goal to eat healthy snacks by sharing with family and asking to help with shopping and making snacks for the week.

## Teacher Suggestion

Use the food picture cards as a thinking tool for the students if they are stuck. Pair food cards from 2 different food groups to build a healthy snack.

## Activity 3: I Am What I Eat

CA CCSS FOR ELA/LITERACY W.2.8, HEALTH 5.1.N

### Introduction

Students make a self-portrait mural using foods to fill in an outline of their body and celebrate healthy breakfast choices. Encourage a collage-like form using realistic or food pictures from [HealthyEating.org/FoodPictures](https://www.healthyeating.org/foodpictures).

### Materials Needed

- Magazine for food pictures, grocery store flyers, or food pictures printed from [HealthyEating.org/FoodPictures](https://www.healthyeating.org/foodpictures) to cut and glue. Encourage students to bring in pictures of foods they enjoy from magazines or other resources.
- Student workbook pg. 9 with body outline
- Scissors, glue, markers

### Activity Summary

Students individually cut out pictures of breakfast foods that they like and make a self-portrait or collage of these healthy food choices. Encourage them to pick food pictures of a variety of foods and tell them they will be making a **habit** of “filling up their body” with healthy foods.

### Instructional Sequence

**Write** the “3 out of 5” model on the board (see Fast Facts). **Explain** that breakfast is best when it includes foods from 3 different food groups.

**Tell** students to look through stacks of pictures and cut out ones of breakfast foods they enjoy. **Encourage** them to pick healthy foods that they find in the 5 food groups (or use the pictures students brought in from home).



# Healthy Choices, Healthy Me!

## Instructional Sequence

Continued

**Tell** students to turn to pg. 9 in the student workbook (outline of a body). **Guide** students to glue a collage of food pictures to fill the body, trying to cut pictures to fit inside the lines.

**Remind** them of the saying, “You are what you eat!”

**Challenge** students to pick a variety of foods using the “3 out of 5” model.

**Remind** students that some foods do not provide a health benefit and so do not belong to a food group.

**Ask** students to complete the writing reflection on the bottom of the page: “Healthy breakfast makes me feel \_\_\_\_\_.”

**Encourage** them to be descriptive and ask them to think about how they feel after they eat (e.g., feel a lot of energy).

## Family Connection—Exploring Food Habits

CA CCSS FOR ELA/LITERACY W.2.8, SL.2.4

Guide students to tear out the Lesson 2 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/2ndGrade](https://www.healthyeating.org/2ndgrade) to send to families through your regular communication channels.



**Teacher Suggestion:** Follow up over the next week with these interviews. Students can take turns presenting to the class. Introducing a family member is a great way to share a bit of home and culture!



## Overview

### Essential Question

How do foods change on the path from the farm to you?

### Learning Objectives

- Describe the journey food takes from farm to them.
- Describe which types of food processing make food safe and available for families.

### Fast Facts

- California is the leading agricultural state in the nation, producing more than 400 commodities at farms in all 58 counties across the state. California produces 50% of US-grown fruits, vegetables, and nuts, plus nearly 20 % of the nation's supply of milk.
- A list of the top 3 commodities by county is available at [LearnAboutAg.org/Resources/Learn\\_crops/](https://www.learnaboutag.org/resources/learn_crops/).
- Food is safely processed and transported from farm to market following guidelines by the US Food and Drug Administration (FDA) to prevent contamination in the food production chain, and to help ensure food quality and freshness for good health.
- Most food is processed in some way before it is eaten. Food processing includes any way that a food is altered from the farm to the plate (such as basic preparation of foods, turning a food into another product, preservation, and packaging).
- Wholesome foods that are unprocessed or minimally processed provide the most health benefit to children and adults, and support healthy eating patterns and lifelong health.

### Teacher Suggestion

Mobile Dairy Classroom is a Farm to School experience. View virtual field trips or see if the assembly is available in your area at [HealthyEating.org/MDC](https://www.healthyeating.org/MDC).

### Vocabulary

**Food processing** - changing the food once it is harvested: washing, cutting, sorting, mixing, and packaging food before eating

**Food system** - all the steps from farm to table: producing, handling, storing, transporting, purchasing, and preparing food

**Transportation** - moving food from the farm to the processing center to stores, school, or home

### Brain Break Activity: Playworks

Five minutes of active play promotes healthy movement during the day. Moderate to vigorous activity also aids in student learning and focus in class. Find a selection of free group physical activities to use before, during, or after the lesson from Playworks at [bit.ly/3a5QmFp](https://bit.ly/3a5QmFp).





## Activity 1: A Farm to Plate Story

CA CCSS FOR ELA/LITERACY RI.2.3, RI.2.4, RI.2.9, W.2.8, SL.2.3

<b>Introduction</b>	Using a reading passage students learn about the journey of food processing and what it takes to get food from farm to table.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Student workbook pg. 10: <b>Farm to You Story: 2 Apples</b></li><li>• Student workbook pg. 11: <b>Farm to Fridge</b> chart</li><li>• Highlighter or pencil</li></ul>
<b>Activity Summary</b>	Students read an information passage about apples in their workbook. After reading, they answer questions using compare and contrast reading strategies.
<b>Instructional Sequence</b>	<p><b>Tell</b> students to open their student workbook to pg. 10.</p> <p><b>Say:</b> Whose picture do you notice on the top of the story? Do you remember our healthy food team members? Reggie and Farrah want to share a story about apples.</p> <p><b>Say:</b> You will read this story to yourself. If you read a word you do not recognize, highlight or underline the word. After everyone finishes reading, we will talk about any words that are new to you.</p> <p><b>Discuss</b> story as a class and include any questions about new vocabulary.</p> <p><b>Have</b> Students answer the 2 questions at the bottom of the story.</p> <p><b>Compare</b> answers when all have finished answering questions.</p> <p><b>Take a survey:</b> What types of apples have you tried before? (Colors of different varieties: red, green, yellow. Forms of apples: whole apple, apple slices, apple sauce.)</p> <p><b>Have</b> students turn to pg. 11: <b>Farm to Fridge</b> in student workbook for the journey of milk and dairy foods from farm to fridge. Follow the steps on this infographic, then discuss how the journey of milk compares to the journey of apples.</p>
<b>Teacher Suggestion</b>	Have a food tasting at the end of activity for hands-on exploration of the foods discussed in this activity. Bonus: Pair apples and a dairy food for a healthy snack pair. Tasting allows children to get familiar with foods with all their senses, and they enjoy describing what they think! For tips on a smooth tasting, visit <a href="https://www.healthyeating.org/foodtasting">HealthyEating.org/FoodTasting</a> .



## Activity 2: Be a Food Safety Champion

CA CCSS FOR ELA/LITERACY SL.2.1, SL.2.3, W.2.8, HEALTH 1.6.N

### Introduction

Students explore the reasons for and ways to keep their food safe using pg. 12 in the student workbook: **Be a Food Safety Champion**. They learn the importance of hand washing and properly cleaning or cooking foods before eating them.

### Materials Needed

- Student workbook pg. 12: **Be a Food Safety Champion**
- Kitchen items: dish soap, sponge, dish towels, apron, hair tie
- Video: *Washing Hands* from BrainPOP at [bit.ly/2Xt7xwc](http://bit.ly/2Xt7xwc)

### Activity Summary

Students watch a hand-washing video and practice washing hands by role playing. They learn when and why it is important to wash hands and practice food safety. Guided by their student workbook, they learn important food safety steps. They explore food safety practices that happen at home and share with the class.

### Instructional Sequence

**Ask:** Why is it important to clean and be clean when preparing food?

**Ask:** Can you think of some ways that your family or restaurants keep their kitchens clean? (Ideas: cleaning counters, using cutting boards, wearing an apron, washing hands with soap and water.)

**Ask** for a volunteer. As the student stands before you, demonstrate dressing them in an apron, and if they have long hair, ask them to put it in a ponytail.

**Ask** why people would use an apron and wear a hair tie when preparing food.

**Show** video about washing hands. Students can practice the motion of washing their hands and sing along while they watch.

**Ask:** What other times besides preparing food is it important to wash your hands? (Ideas: after coughing or blowing your nose, using the bathroom, and touching a pet.)

**Review** student workbook pg. 12 with students and explain that the food safety practices listed help keep them healthy and safe from illness. **Have** students complete the worksheet.

**Ask** students to go home and explore their kitchens as homework.

- Notice how food is stored. Ask why food is kept in the refrigerator and why some foods stay in the pantry. Encourage students to share what they learned about food safety with their families.
- Discuss what you explored in your own kitchen with the class.



## Activity 3: A Moment of Gratitude for Food

CA CCSS FOR ELA/LITERACY W.2.3, SL.2.1

### Instructional Sequence

**Put** students in pairs. **Tell** students that they are going to spend a moment thinking about being thankful or grateful for food.

**Say:** Now turn to your partner and say something you appreciate about food, such as “I am grateful for. . .” Try to remember at least 1 reason by repeating back what makes your partner grateful.

**Ask** the class to stand in a circle and have students retell 1 thing their partner shared.

**Spend** 30 to 60 seconds with the class in silence with eyes closed and call this a moment of gratitude.

**Recite** and show on the board the following quote: **“I’m grateful for a mind that knows (touch your head), I’m special from my head to toes (hug yourself tight), and that all of me deserves to rest (put your head in your hands) so all of me can do my best.”\***

**Say:** We will say this quote 2 times. Follow my hand signals and the words on the board.

**Remind** students that they are taking care of their minds and bodies when they learn about how to eat healthy food, rest, and play! Being grateful is a healthy habit.

\*Excerpt from *Thank You Body, Thank You Heart: A Gratitude and Self-Compassion Practice for Bedtime* by Jennifer Cohen Harper

---

### Teacher Suggestion

Help students find an appropriate person or people like foodservice staff to receive a thank you letter! Have students write a short note of thanks letting them know how much they are appreciated.

## Family Connection—Be a Food-Safe Family

CA CCSS FOR HEALTH 1.6.N

Guide students to tear out the Lesson 3 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/2ndGrade](https://www.healthyeating.org/2ndGrade) to send to families through your regular communication channels.



## Overview

### Essential Question

What influences, such as people, places, and things, affect your food choices?

### Learning Objectives

- Recognize how feelings, people, and activities can influence food choices.
- Identify where they eat and how that influences what they eat.

### Fast Facts

- Healthy eating habits are built around daily food and beverage choices that are tailored to individual preference, culture, tradition, and budget.
- Practicing mindfulness (the habit of being aware and focusing on 1 thing at a time) with food may help develop a positive relationship between body and food. This practice, when started at a young age, can aid children in their physical growth and development and mental health.
- Educators, parents and caregivers are children’s role models, influencing what children eat or do not eat. A positive feeding environment encourages children to learn to eat without fear or shame, explore a variety of foods, listen to their body cues, and learn mindful appreciation for food.
- Children may eat in many locations beyond the home: school, friend or family member’s home, after-school care, restaurants, etc. The people they are with and the food options available all influence the food choices children make.
- Being mindful of the 5 food groups when making food choices helps build healthy eating habits.

### Vocabulary

**Influence** – to affect the behavior of someone

**Mindful eating** – the practice of paying attention to food while it is eaten



## Brain Break Activity: My Breath Is My Superpower!

(Source: Roberts, Lisa. *Breathe, Chill: A Handy Book of Games and Techniques Introducing Breathing, Meditation and Relaxation to Kids and Teens*)

### Introduction

Mindful breathing helps develop patience, coordination, focus, concentration, self-esteem, confidence, independence, self-regulation, teamwork, and cooperation. Control your breathing; control yourself! In this activity, students learn deep breathing strategies to better control their minds and bodies.

### Materials Needed

- Index cards
- Pencil

**Activity Summary**

Using a technique called balloon belly breathing, students learn to slow and deepen their breathing in order to relax and focus.

**Instructional Sequence**

**Say:** When you are nervous or stressed, your breathing becomes shallow and quick. When you breathe quickly, you do not get much air into your body. By teaching yourself to take deep breaths, you can slow your heart down and relax. Learning to breathe deeply and calm yourself can be the strongest superpower there is—and no one has to know you're doing it! When something makes you nervous, sad, or mad, take a minute to breathe deeply and then see how you feel. So let us begin with some balloon belly breathing.

**Ask:** Have you blown up a balloon before? Long, slow breaths are what gets that balloon bigger. Sit up straight or stand with your shoulders back. Pretend there is a balloon in your belly. Breathe in through your nose; push all the air down and fill up the balloon so that your belly puffs out. You can put your hand on your belly so that you can feel it fill up with air as you inhale. As you breathe in, I will count to 3. As you breathe out (through the mouth or nose), I will again count to 3.

**Lead** the class in balloon breathing for 1 minute.

**Say** 3 words to describe how that made you feel. (Examples: calm, relaxed, happy.)

**Ask** students to share with their neighbor their 3 words.

**Teacher Suggestion**

Blowing soap bubbles through wands can also be a fun way to take this activity outside. Ask students to notice that if their breaths are long and slow, the bubble gets bigger!

**Online Resources**

For more breathing activities

- “Creative Ways to Teach Deep Breathing to Kids” by Kim Peterson at [ianalowenstein.com/articleProfDeepBreathing.pdf](http://ianalowenstein.com/articleProfDeepBreathing.pdf)
- Video: *Two Minutes Mindfulness: Balloon Breaths/Belly Breaths* (guided practice) at [bit.ly/35KNR80](http://bit.ly/35KNR80)
- Video: *Brain Break—MindUP at Home* at [youtu.be/ZzAre5TDK7g](http://youtu.be/ZzAre5TDK7g)



## Activity 1: Pack Your Family's Lunch

CA CCSS FOR ELA/LITERACY W.2.7, W.2.8, SL.2.1, HEALTH 2.1.N, 7.2.N, 8.1.N

### Introduction

Many people and factors influence our food choices, especially during childhood. Helping children understand that their environment, family, and friends influence them empowers kids to make healthy food choices and to eventually be confident in their own choices.

### Materials Needed

- Index card, pencil
- Student workbook pg. 13: **Pack Your Family's Lunch**
- Video: *Parents Day Off - School Lunch* by Weelicious at [youtu.be/ZsuVNVmmiYk](https://youtu.be/ZsuVNVmmiYk)

### Activity Summary

Students work together to brainstorm and discuss **influences** on their food choices: family, friends, school, home, restaurants, and commercials. Through the **Pack Your Family's Lunch** activity, students become influencers themselves.

### Instructional Sequence

**Teach:** Today you are going to learn about food influencers and the people and things that influence your food choices.

**Say:** People, environment, and many other factors influence what you eat. Some influences are out of your control but as you grow up, you will have more control over your eating choices.

**Write** the following words as column headers on the board: family, friends, home, school, restaurants, and commercials.

**Ask** what these words have in common. (They all influence or have an impact on your choices.)

**Write** the word **Influencers** in the center above these columns of words.

**Say:** Think about how you are influenced by each of these things when you eat. How do they impact or change your decisions? (For example, maybe you go into a restaurant with something in mind, but you see a picture and change your mind when you get there.)

**Have** students take turns coming to the board and mark the columns of who or what influences them. Or have students raise their hands to contribute other ideas of who or what influences them.

**Show** the *Parents Day Off - School Lunch* video at [youtu.be/ZsuVNVmmiYk](https://youtu.be/ZsuVNVmmiYk).

**Have** students complete the student workbook activity on pg. 13: **Pack Your Family's Lunch** in class or send home as a family activity.



## Activity 2: Mindful Eating

CA CCSS FOR ELA/LITERACY SL.2.4

### Introduction

Through a **mindful eating** activity, students practice slowing down, calming down, and paying attention. Mindful eating allows children to become familiar with how they feel while they are eating, which will help them build healthy habits of recognizing and responding to hunger and fullness cues. They will also appreciate that while their families have a great influence on their eating habits, they can also have an impact on their own healthy eating habits.

### Materials Needed

- Mandarin oranges (preferably easy peel)  
*Note that you can use any food for this activity. The prompts are similarly translated to any food that children can explore with all their senses.*
- Timer (cell phone or watch)

### Activity Summary

Students learn to focus on their eating and notice how food affects their body and mind. By using all their senses and paying attention to the task of eating, students explore a food, identify feelings, and gain an appreciation for their food. This mindful eating practice can be applied to any food and meal. Encourage students to try this at home with their families.

### Instructional Sequence

**Say:** I will place an orange on your desk. We will spend 3 minutes using our senses to look, touch, and smell it. I will let you know when to begin and follow my prompts.

**Say:** Pick up your orange and notice how it feels. Is it bumpy or smooth? Heavy or light?

**Say:** Close your eyes to smell food. Deep breath in, deep breath out. Think, what does the food smell like? Keep thoughts in your head. Does it make you feel hungry? Healthy? Do you think of a special time that you had this food?

#### 3-minute mark

**Say:** Now slowly start to peel the orange. Try to be as careful as possible not to break the peel into too many pieces. Try to slide the orange out of the peel and rebuild the peel to look like the orange. (You may have to demonstrate.)

#### 6-minute mark

**Say:** Break the orange into sections. Notice how many sections you have. Lay them out on your napkin. You are going to take the next 3 minutes to eat these orange sections slowly. Take tiny little tastes. As you taste the orange, think about how it feels in your mouth, how it tastes. Does this taste remind you of anything?



## Instructional Sequence

Continued

### 9-minute mark

**Lead** a class discussion using the following questions:

- How did you feel during this activity?
- What did you notice about your body?
- What senses did you use? (All senses)
- Did the orange taste differently to you when you ate it slowly?
- What would it be like to eat your food slowly?
- Do you think you would taste food differently?

**Say:** When you slow down, you allow your brains and bodies to pay attention to what you are doing. This might make you enjoy your food more. Do you remember when you studied the process food takes to get to you from the farm? As you eat, think about the process and all of the people involved in growing and transporting the food you eat.

## Family Connection—Family Meals-Savor the Food!

CA CCSS FOR ELA/LITERACY W.2.8

Guide students to tear out the Lesson 4 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/2ndGrade](https://HealthyEating.org/2ndGrade) to send to families through your regular communication channels.





## Overview

### Essential Question

Why are beverages important to your body's growth and development?

### Learning Objectives

- Recognize influences on your drink choices (body cues and external environment).
- Use 5 senses to learn about hydration from beverages.
- Set a goal to choose beverages that will help them learn, grow, and play.

### Fast Facts

- Though not in a food group, water is essential for hydration, good health, and many body functions, such as:
  - Regulating body temperature.
  - Flushing out waste.
  - Carrying nutrients and oxygen in the body.
- Some beverages, such as milk, offer hydration and nutrition.
- Some foods are full of water and hydrate the body when eaten, especially fruits, vegetables and dairy foods (yogurt, cottage cheese, milk).
- To maintain proper body functions, children need to replace the fluids lost during the day from sweating, breathing, and going to the bathroom. For children ages 6 to 8 years old, this adds up to approximately 56 ounces of fluids each day. Fluids replacements can be in the form of beverages and food.
- Children can easily become dehydrated because their need for water is proportionately greater than that of an adult, and they may not recognize the need to drink when they are thirsty. Teachers, parents, and caregivers should know the signs of dehydration:
  - Feeling thirsty (a sensation of thirst comes after they are already dehydrated)
  - Tiredness
  - Headache
  - Dry mouth/dry lips
  - Dizziness
  - Decreased mental awareness

### Vocabulary

**Hydrate** - to take in water, which is needed for body functions and health

**Dehydrate** - to lose a large amount of water, which affects the body's functions and health



**Brain Break  
Activity:  
Drink More  
Water**

Show the video *Drink More Water* by Andy Z at [bit.ly/37Zlljt](https://bit.ly/37Zlljt). Ask students to stand, stretch, sing, and dance along to the video.



## Activity 1: In Search of Water

CA CCSS FOR ELA/LITERACY W.2.7, SL.2.1, SL.2.4, HEALTH 1.4.N

### Introduction

Children's hydration needs are extremely important to their health and mental well-being. Their caregivers, parents, and teachers need to be aware of the many signs of dehydration. Students learn to recognize these signs of dehydration and understand how to react when they feel these signs or see these signs in their classmates.

### Materials Needed

- Role playing scenarios written on strips of paper or printed and cut for student groups:
  - You are out on the playground running around. Suddenly 1 of your friends stops running and is dizzy and light-headed. What do you do?
  - During class, your friend lays his head on the desk and starts to fall asleep. What do you do?
  - You are running out to the car to go to soccer practice. What can you remember to take with you and why?
  - You are about to go on a hike with your family. How can you prepare for a long walk, especially in hot weather?

### Activity Summary

After a discussion on the importance of hydration and signs of dehydration, student groups create short role-playing scenes to demonstrate what it looks like to encounter signs of dehydration in themselves and others and to help alleviate them.

### Instructional Sequence

**Teach** children about their hydration needs and drinking water. **Tell** them about the types of foods and drinks that contain water (in Fast Facts for this lesson).

**Discuss** access to water in school and ways to drink healthy beverages during the day.

**Ask** students how they can be sure to have enough water during the day:

- During class, can you have a drink of water?
- Where are the water fountains?
- Can you have a water bottle in the classroom?
- What do you drink at lunch and at breaks?



# Better Beverages!

## Instructional Sequence

Continued

**Ask** students to think of ways to drink healthy beverages at home. (Examples: set a reminder to hydrate with a healthy beverage; if you have access to a water bottle, use it at school or sports practice; store water in the refrigerator for a cold drink in between meals.)

**Say:** People do not always recognize the early stages of thirst, especially in warmer weather or when playing a sport. How can you tell if you are thirsty? (Examples: mouth is dry, lips are chapped, I feel hungry, I am hot and red in the face, head hurts.)

**Write** student answers on the board.

**Teach** the signs of **dehydration**, when there is not enough water in the body and it affects how they feel:

- Headaches (head hurts), nausea (feel like throwing up), and tiredness (sleepy)
- Sweating stops when playing hard
- A thirsty feeling (lips are dry)
- Difficulty focusing and thinking
- Dry, chapped lips, dry mouth

**Ask:** Have you felt these signs of dehydration? What does it feel like when you drink water when you're thirsty?

**Place** students in groups of 5 or 6.

**Hand out** role-playing scenarios to each group.

**Tell** students to discuss their scenario as a group. Have they ever experienced it before? **Have** them brainstorm ways to perform their skit and come up with ways to solve the problem when they present to the class. **Give** them an appropriate time limit to organize and practice their skit.

**Have** groups present skits to the class. **Point** out the obvious signs of dehydration.

**Say:** Set a goal to stay hydrated throughout the day. Turn to your neighbor, share what you learned today, and tell them your goal to hydrate.

Alternatively, this activity can be done as a whole class instead of in small groups.

---

## Teacher Suggestion

For an extended STEM activity, explore dehydration in a potato at [bit.ly/2tYoS3R](https://bit.ly/2tYoS3R).



## Activity 2: How, When, and What Will I Drink?

CA CCSS FOR ELA/LITERACY W.2.8, HEALTH 1.5.N, 6.1.N, 8.1.N

### Introduction

Students learn how much water their body requires to function at its best. They set goals for their individual fluid needs. Class will set a challenge and graph how many ounces of fluids students drink, using poster or board to chart progress.

### Materials Needed

- Measuring cups or clear plastic cups
- Container or pitcher to hold water (at least 7 cups/56 ounces)
- Marker
- Timer (cell phone or watch)
- Student workbook pg. 14: **How, When, and What Will I Drink?**

### Activity Summary

Students understand what 7 cups (56 ounces) of water looks like. They determine how much water they drink when sipping from a water fountain at school. They make a game plan to drink 7 cups (56 ounces) of fluid during the day, understanding how to split up the amount into categories: before school, at school, and after school. They set goals for their individual needs.

### Instructional Sequence

**Remind** students why water is important for their bodies and minds. It doesn't fit into a food group but it is essential.

**Part 1:** Use a measuring cup.

**Pour** 1 cup (8 ounces) of water into a drinking cup. Mark a line where the water is on the cup (you can do this ahead of time). **Say:** This is 8 ounces or 1 cup.

**Ask:** How many ounces are in 7 cups? (Answer: 56 ounces.)

**Say:** Guess the recommended amount of water for a child your age to drink every day? (Answer: 7 cups or 56 ounces total.)

**Show** the students what 7 cups or 56 ounces looks like: Ask 7 students to come up and pour 1 cup into a container or pitcher. Or ask the class to count as you pour it in.

**Remind** students that water can be in foods like fruits, vegetables and dairy foods, and that it is hard to measure the amount of water eaten through those foods.

**Explain** that the next activity will focus on drinking water so they can get familiar with the amount their bodies need each day.



## Instructional Sequence

Continued

**Part 2:** Use a drinking fountain or sink.

**Ask** students to think about how they could know how many ounces of water they drink out of a water fountain? **Share** the following method as 1 possible way to know:

1. Use a stopwatch to time your partner drinking water from a water fountain.
2. Turn on the fountain and fill a cup with water using the same amount of time as your partner took.
3. Measure how many ounces of water your partner drank.
4. Calculate how long your partner would have to drink at the water fountain to drink 2 ounces. 4 ounces. 8 ounces. 56 ounces.

**Part 3:** Set a goal, workbook page 14: **How, When, and What Will I Drink?** and class challenge.

**Ask** students to share their goal with their family. They should encourage family members to make their own goals or set a goal as a family to drink more water.

**Set** a class challenge and graph how many ounces of fluids students drink, using poster or board to chart progress over an agreed upon time (week, month, etc.).

## Activity 3: Healthy Beverages: Make Every Sip Count

CA CCSS FOR ELA/LITERACY W.2.8, SL.2.1, SL.2.3, HEALTH 6.1.N, 7.3.N

### Introduction

Students understand that they have many drink choices. They learn that milk and water are optimal for learning, playing, and growing.

### Materials Needed

- Student workbook pg. 15: **Healthy Beverages: Make Every Sip Count!**
- Tip sheet: **Make Every Sip Count** from [HealthyEating.org/Beverages](http://HealthyEating.org/Beverages)

### Activity Summary

Students learn more about healthy beverages and reflect on their own drink choices. Use the tip sheet, which combines facts, pictures, and graphs, to help students learn about the importance of choosing the healthiest drink. Do activity as a class, large group, or individual work.



## Instructional Sequence

**Tell** students to open to pg. 15 of their workbook: **Healthy Beverages: Make Every Sip Count!**

**Ask:** What do you think the title means? Think, and then turn to your neighbor and share.

**Take turns** reading the page as a class or in small groups.

**Ask** questions listed below and expand on answers with students' remarks.

- How can you make every sip count?
- Did you drink 2 to 3 cups of milk today? Why or why not?
- Are you thirsty?
- How do you know when you are thirsty?
- What if you do not like the taste of water? (Other ways of drinking water: sparkling water, infusing with fruit, etc.)
- What influences your drink choices?
- What is available to you? (Possible answers include what my family purchases for drinks at home, what school breakfast and lunch programs offer.)

**Ask** students to fill in the chart and encourage them to share at home.

## Family Connection—Tips on Healthy Drinks for Kids

CA CCSS FOR ELA/LITERACY W.2.8, HEALTH 7.3.N

Guide students to tear out the Lesson 5 Family Connection from the back of their workbooks to take home and share with families.

Find short tips at [HealthyEating.org/2ndGrade](https://www.healthyeating.org/2ndGrade) to send to families through your regular communication channels.

# Going Deeper

## Reading

A list of books that allow for further discussion and exploration of foods

### ***How Did That Get in My Lunchbox? The Story of Food***

by Chris Butterworth (Author) and Lucia Gaggiotti (Illustrator)

From planting wheat to mixing dough, climbing trees to machine-squeezing fruit, picking cocoa pods to stirring a vat of melted bliss, here is a clear, engaging look at the steps involved in producing some common foods. Health tips and a peek at basic food groups complete the menu.

**Teacher Suggestion:** Describing the sources of various items students see in their lunch box, read this informative book aloud. Before reading, ask students to predict where they think the different food items come from. Using the repeated model of discovery from the story, ask the students if they can pick another food from their lunch box and make a map of where it comes from.

### ***First Peas to the Table: How Thomas Jefferson Inspired a School Garden***

by Susan Grigsby (Author) and Nicole Tadgell (Illustrator)

Maya loves contests, so she is excited when her teacher announces they will plant a school garden like Thomas Jefferson’s garden at Monticello and they’ll have a “First Peas to the Table” contest, just like Jefferson and his neighbors had each spring. Susan Grigsby’s light-hearted classroom story also presents scientific and historical information.

**Teacher Suggestion:** Use the ideas to come up with your own class contest for gardening at home or at school.

---

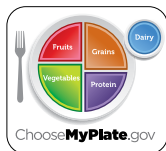
## Cafeteria Connection: Planning the School Menu

Interview the cafeteria manager as to how the school breakfast or lunch menu is decided. Using the skills of planning and understanding of the 5 food groups from the nutrition lessons, students come up with a menu for the week. Offer the cafeteria manager the menu your class creates to implement in the future!

---

## Group Project

Investigate cultural differences during a whole-class discussion. Build off the Family Connection from Lesson 2, **Exploring Food Habits**, where students interviewed a family member. Organize a potluck encouraging all students to contribute a food item that is unique to their family’s heritage. Have students introduce their food item and its cultural importance to their family. Encourage families to attend the potluck to share their stories around the food, recipes, and traditions and to learn from others. Map what and how many countries are represented from around the world with the foods shared at the potluck.



**For more information and additional resources, visit [HealthyEating.org](http://HealthyEating.org).**

This resource aligns with the Dietary Guidelines for Americans. The collection of Let's Eat Healthy educational resources are brought to you by Dairy Council of California to elevate the health of children and families.

© 2002 Dairy Council of California, rev 2020

2G100/7,500/11-20/GSL